Program/Discipline Assessment Report

How to use this form:

The following Assessment Report template is the same instrument as last year. The streamlined format of the template allows the writer of the report to align outcome, benchmark, results, and analysis information.

To complete the report, please answer each question by selecting and replacing blue text with information as required. Once you have added a table for each outcome and replaced all blue text, the report is complete. NOTE: While the document does not use protected form fields, it is important to maintain consistency. Please only add information by replacing blue text. (It does not matter whether your replacement text is blue.)

When you have finished the assessment summary section of the template, return to page 2 of this template and complete the Assessment Overview Table. This table will provide information to Instructional Effectiveness and will allow for additional analyses of your data.

There are five components of the template that must be completed. They are:

1. Assessment Overview Table (Page 2)
2. Program / Discipline Mission (Page 3)
3. Program / Discipline Assessment History (Page 3)
4. Program / Discipline Previous Academic Year Outcome Tables (multiple pages beginning with Page 4; add the number of tables to match your outcomes; it does not matter if a table spans multiple pages)
5. Program / Discipline Current Academic Year Plan (Page 8)

* For reference, three appendices follow the summary and plan templates.
### Assessment Overview

**Discipline/Program Name:** Literature  **Assessment Year:** 2012

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Outcome Type</th>
<th>Methodology</th>
<th>n</th>
<th>History</th>
<th>Benchmark Description</th>
<th>Results</th>
<th>Strength of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communication (Written)</td>
<td>SLO</td>
<td>Essays</td>
<td>116</td>
<td>1</td>
<td>75% of students score &quot;3&quot; (Proficient) of higher</td>
<td>76.6</td>
<td>Strong/Neutral</td>
</tr>
<tr>
<td>2. Responsibility &amp; Accountability</td>
<td>SLO</td>
<td>Attendance/Final Grade Correlation</td>
<td>116</td>
<td>0</td>
<td>Students missing more than 80% of class sessions will not pass the class</td>
<td></td>
<td>Strong</td>
</tr>
<tr>
<td>3. Students will develop and demonstrate analytical reading skills.</td>
<td>Discipline</td>
<td>Pre/Post Tests</td>
<td>116</td>
<td>8</td>
<td>75% of students score &quot;3&quot; (Proficient) of higher</td>
<td>89.1</td>
<td>Strong</td>
</tr>
<tr>
<td>4. Students will develop and demonstrate their knowledge of literary genres, concepts, and terminology.</td>
<td>Discipline</td>
<td>Pre/Post Tests</td>
<td>116</td>
<td>8</td>
<td>75% of students score &quot;3&quot; (Proficient) of higher</td>
<td>61.7</td>
<td>Weak</td>
</tr>
</tbody>
</table>

**Describe the Learning Outcome That You Have Measured**

<table>
<thead>
<tr>
<th>SLO, Discipline or Other</th>
<th>Pre-Post Test, Judged Competition, Embedded Questions, Rubric Graded Essay</th>
<th>Number of Students Assessed</th>
<th># of Years This Outcome Has Been Assessed</th>
<th>Measurement Standard</th>
<th>Report the Results of Your Data Analysis</th>
<th>Strength of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Strong: Exceeds Benchmark Neutral: Meets Benchmark Weak: Misses Benchmark</td>
</tr>
</tbody>
</table>

Recommendation: Complete this Assessment Overview Table **after** you have completed your Assessment Summary in the following template.
Program / Discipline Assessment Report

Program/Discipline: Literature
Responsibility: Lance Rubin

Program/Discipline's Mission Statement:
Congruent with the purposes, goals, and character of Arapahoe Community College, the main objective of the Literature discipline is to promote, through the study of literature, the intellectual, academic, professional, moral, and spiritual development of students. Encouraging consideration of the idea that literature offers – in addition to entertainment and aesthetic enjoyment – important insights concerning human nature and the human experience, the program strives to generate a dialogue revolving around the definition, character, and potential practical consequences/applications of literature and literary study, as well as other disciplines within the humanities.

Program/Discipline's Assessment History:
By using the assessment process as an evaluative technique, how has it previously affected your program's curricula and/or teaching strategies?
It has helped us to tweak curriculum, but has not had a dramatic effect. This is because our Literature classes are quite varied, with individual instructors choosing the literature they think best fulfills the curriculum. So long as all instructors meet the goals of the courses, the fiction, poetry, and drama they use to get there is their decision completely. The assessment process has, however, made sure that we are focused on teaching important skills which we can easily take for granted unless we test for them.

By using the assessment process as an evaluative technique, what changes to student learning have been noted?
Students have broadened their understanding of literature, as well as becoming more proficient writers.

What unintended consequences, if any, have occurred because of the assessment process?
None

Who receives information about your department's assessment and why? (Please note if you plan on altering either of these items for the coming year.)
Results will be shared with all Literature faculty and instructors, the LAPP Dean, the Vice-President of Instruction, and the Assessment Committee.

Part 1: Previous Academic Year Assessment Summary
Previous Academic Year: 2011
Outcomes for success:

1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.
2) What is the rationale for choosing this measure?

Description of assessment process:

1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review, etc.)?
2) How do these methods show students are learning?
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?
4) How many students made up the sample size?

Results:

What were the results of the assessment process? (List results for each method, if more than one were used.)

<table>
<thead>
<tr>
<th>Student Learning Outcome: Written Communication</th>
<th>1st Essay Scores: Average (SS=116)</th>
<th>Last Essay Scores: Average (SS=105)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write in a method appropriate to audience and purpose.</td>
<td>3.39</td>
<td>3.83</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Learning Outcome: Written Communication</th>
<th>Percentage of students scoring 3.5+ on 1st essay</th>
<th>Percentage of students scoring 3.5+ on last essay</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>46.1%</td>
<td>76.6%</td>
</tr>
</tbody>
</table>

What did the department learn?

1) How did group performance compare to the benchmark?
2) How does the data compare to the previous year, if applicable?
3) If multiple measures were used, how do they compare to each other?

Student performance summary:

1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?

1) Student performance was strong-to-neutral in that over 75% of the students were “Proficient” by the last essay, but not many more than that. In addition, the average scores at the end of the class could, we think, be higher.
2) We will continue to stress writing, because as we have seen in our classes, though students may meet the prerequisite for college-level reading and writing skills, many students have not yet taken English 121 or 122, College Composition. In addition, some students in the classes may have passed out of developmental ENG classes with grades of C, hardly guaranteeing them success in the college classroom that emphasizes writing. Making all of our exams more writing-focused is a strategy we have discussed and which is gaining increasing favor among faculty.
**Outcome #**: 2

**Outcome Title**: Attendance/Success Correlation

**Outcome Type**: SLO – Responsibility and Accountability

**Outcome Description**: To determine how (or if) student attendance affects final grades.

**Benchmark for success**
1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.
2) What is the rationale for choosing this measure?

1) We would expect that students who fail to attend at least 80% of the classes (would have difficulty passing the class)
2) 80% was chosen as the benchmark because this equates to 3 weeks of classes in a 15-week semester. We had no historical data so we thought this sounded like a reasonable place to start.

**Description of assessment process**:
1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review)?
2) How do these methods show students are learning?
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?
4) How many students made up the sample size?

1) Instructors took attendance every day, with most making attendance/participation part of the final grade for the course.
2) If students are not in class to learn the material or to participate in group activities and other in-class work, they will not be exposed to the material on which they are assessed in exams and out-of-class assignments.
3) This is the first time we have assessed this correlation
4) The sample size was 116.

**Results**
What were the results of the assessment process? (List results for each method, if more than one were used.)

**Pass Rate/Missed Classes**

<table>
<thead>
<tr>
<th>Miss 0-1</th>
<th>Miss 2-3</th>
<th>Miss 4-5</th>
<th>Miss 6+</th>
</tr>
</thead>
<tbody>
<tr>
<td>D-F</td>
<td>0</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>A,B, or C</td>
<td>100</td>
<td>94</td>
<td>87</td>
</tr>
</tbody>
</table>

- The threshold for success seems to be 6 classes.
- 85% of the students who missed 6 or more classes did not pass the class.
- 15% of the students who did miss 6 or more classes did earn a passing grade.
- 100% of the students who attended every class or missed only one class earned a passing grade.

**What did the department learn?**
1) How did group performance compare to the

1) We were surprised by the success rates dropped so sharply once students missed at least 6 classes.
2) We have no previous data.
<table>
<thead>
<tr>
<th>Benchmark?</th>
<th>3) No multiple measures used.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2) How does the data compare to the previous year, if applicable?</td>
<td></td>
</tr>
<tr>
<td>3) If multiple measures were used, how do they compare to each other?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student performance summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Based on the findings, how does the department rate student performance in regards to this outcome?</td>
</tr>
<tr>
<td>2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?</td>
</tr>
<tr>
<td>1) We would consider this outcome strong</td>
</tr>
<tr>
<td>2) Though we were not surprised that missing class and failing a class are closely related, we were concerned that 15% of the students who missed at least 6 class sessions (or three weeks of class), still managed to pass the class. This is a good reminder for us to make sure that we are being productive in class and that we assess what we cover in class, not just what is in the books we use.</td>
</tr>
</tbody>
</table>
**Outcome #:** 3  
**Outcome Title:** Critical Reading  
**Outcome Description:** Students will demonstrate analytical reading skills on written work.

**Benchmark for success**  
1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.  
2) What is the rationale for choosing this measure?  

- 1) 75% of students should be able to score a “3” (“Proficient”) or better on a scale of 5 (Outstanding) to 1 (Poor).  
- 2) 75% was chosen as the benchmark because historically, Literature retention has been 65-70%, but with the prerequisites that have been put in place for all Literature classes, we hope to see a higher percentage of students succeed than we did when there were no prerequisites.

**Description of assessment process:**  
1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review)?  
2) How do these methods show students are learning?  
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?  
4) How many students made up the sample size?  

- 1) Students complete at least two essays throughout the semester. Using a 5-point rubric, faculty compared the students’ abilities to read critically from an early writing assignment to a later writing assignment.  
- 2) The ability to read fiction, poetry and drama on more than just a literal, plot-summary level is essential in a college-level literature class. This determines their ability to read literature metaphorically, allegorically, historically, biographically, etc.  
- 3) This is measured yearly, typically, though it has been two years since this data was last recorded.  
- 4) There were 116 students who made up the sample size for the first essay and 105 students for the last essay (withdrawals accounting for the decreased number for the essay at the end of the semester).

**Results**  
What were the results of the assessment process? (List results for each method, if more than one were used.)  

<table>
<thead>
<tr>
<th>Discipline Outcome</th>
<th>First Writing Sample (SS=116)</th>
<th>Last Writing Sample (SS=105)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will develop and demonstrate analytical reading skills.</td>
<td>3.28</td>
<td>3.51</td>
</tr>
<tr>
<td>% of Students Scoring 3+ on first assignment</td>
<td>67.4%</td>
<td>89.1%</td>
</tr>
<tr>
<td>% of Students Scoring 3+ on last assignment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**What did the department learn?**  
1) How did group performance compare to the benchmark?  
2) How does the data compare to the previous year, if applicable?  
3) If multiple measures were used, how do they compare to each other?  

- 1) The students met a respectable 89% benchmark, but interestingly, the average scores did not increase much. The average after the first assignment and the last assignment were not far off.  
- 2) Last year the number of students scoring a 3+ on the post-test was nearly identical, 70.9%. The average score on the pre-test was also up from 1.25 to 1.95  
- 3) Both measures seem consistent, revealing this as one of our weaker areas.

**Student performance summary**  
1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?  
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?  

- 1) We would consider student performance strong  
- 2) We would not, based on these findings, significantly alter curriculum. Clearly, more students are going beyond surface-level understanding as they progress in the class. The reason the averages scores themselves may not have increased as much is because of the content in the first vs. last writing assignment. Most LIT 115 classes work with 3 genres over the course of the semester: fiction, poetry and drama. Thus, students are often writing about different genres in the two assignments.
### Outcome #: 4

**Outcome Title:** Knowledge of Literary Terminology

**Outcome Description:**
Students demonstrate their knowledge and application of literary genres, concepts, and terminology in written assignments.

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**Benchmark for success**

1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.
2) What is the rationale for choosing this measure?

- 1) 75% of students should be able to score a “3” (“Proficient”) or better on a scale of 5 (Outstanding) to 1 (Poor).
- 2) 75% was chosen as the benchmark because historically, Humanities retention has been 65-70%, but with the prerequisites that have been put in place for all Humanities classes, we hope to see a higher percentage of students succeeded than we did when there were no prerequisites.

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**Description of assessment process:**

1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review, etc.)?
2) How do these methods show students are learning?
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?
4) How many students made up the sample size?

- 1) Students complete at least two essays throughout the semester. Using a 5-point rubric, faculty compared the students’ abilities to apply literary terminology and concepts in an early writing assignment, and then comparing that skill as applied in a later writing assignment.
- 2) The ability to be comfortable applying terms like symbolism, metaphor, theme, character, imagery, tone, etc. is essential in a college-level literature class. This determines their ability to read literature metaphorically, allegorically, historically, biographically, etc.
- 3) This is measured yearly, typically, though it has been two years since this data was last recorded.
- 4) There were 116 students who made up the sample size for the first essay and 105 students for the last essay (withdrawals accounting for the decreased number for the essay at the end of the semester).

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**Results**

What were the results of the assessment process? (List results for each method, if more than one were used.)

<table>
<thead>
<tr>
<th>Discipline Outcome: Students will develop and demonstrate their knowledge of literary genres, concepts, and terminology.</th>
<th>First Writing Sample (SS=116)</th>
<th>Last Writing Sample (SS=105)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.62</td>
<td>3.04</td>
</tr>
<tr>
<td></td>
<td>39.2%</td>
<td>61.7%</td>
</tr>
</tbody>
</table>

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**What did the department learn?**

1) How did group performance compare to the benchmark?
2) How does the data compare to the previous year, if applicable?
3) If multiple measures were used, how do they compare to each other?

- 1) Of all the goals, this fell short of the benchmark
- 2) Last year, we did not measure this goal
- 3) Both measurements show that while students can and are reading more critically (See outcome 3), they are not demonstrating the understanding of specific terms when doing so. The scores on average improve, just meeting the benchmark, but the number of students meeting the benchmark by the last assignment is low.

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**Student performance summary**

1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?

- 1) We would consider this outcome weak-to-neutral.
- 2) We would not, based on these findings, significantly alter curriculum, but ought to consider spending more time in class and/or giving short quizzes to reinforce these concepts.
Part 2: Current Academic Year Assessment Plan

- Two or more instruments of measuring an objective may provide greater clarity and validity, but only one is required. The department or program makes the decision. The Program Assessment committee and deans are available for consultation.

- In the past, some programs have been identified purely by prefix or in some cases by the type of section offered. Sometimes, a very limited pool of students have been available for such a program to assess, or the program lacks full-time faculty to plan, assess, and report outcomes. If your program has such difficulties, please contact either the Program Assessment committee’s chair or your School's Program Assessment committee representative. We will work with you to find a solution.

- CTE programs with external accreditation may use the accreditation report to in addition or in lieu of these forms, please contact the Program Assessment committee representative if this format is desired. In absence of this contact, these forms are expected.

- Outcomes are to be measured annually. Exceptions are made with VPI approval for outcomes that clearly need a less (or more) frequent review.

Outcome minimums

- At least two outcomes are to be program/discipline-related.

- At least two outcomes must be chosen from the new Learning Outcomes for Student and Employee Enrichment (page 11). One Learning Outcome should be continued from the prior year to develop a historical trend. Learning Outcomes must be assessed and reported annually, regardless of the frequency of reporting for other outcomes.

- Both outcomes above are classified as "student learning" outcomes, requiring benchmarks and analysis. It is strongly recommended that you use the table provided in Part 1 of this report for this function. Definitions and examples of these outcomes are provided in Appendix A at the end of this document. Your Program Assessment committee is available to assist.

- An assessment report is requested annually.
Current Academic Year: 2013

Intended Learning Outcomes (only include if they differ from those noted in Part 1)
   No changes planned, though we are interested in helping to measure the SLO of Responsibility and Accountability

Assessment Method(s) (only include if they differ from those noted in Part 1)
   No changes planned

Benchmarks (only include if they differ from those noted in Part 1)
   No changes planned

Have you submitted a separate budget worksheet? (Choose by bolding; for information about this worksheet, please refer to the specific budgeting e-mail sent by the committee chairperson.)
   Yes    No

Please submit this report (including both last year's summary and this year's plan) in a Word document to the Program Assessment committee chairperson (Cheyne Bamford: cheyne.bamford@arapahoe.edu). If you have any questions about the process, please contact the chairperson.
ADDENDUM A: EXAMPLES OF LEARNING OUTCOMES

Outcomes should:
(a) be stated in terms of expected student behaviors/achievements;
(b) be measurable;
(c) be aggregate, focusing on the discipline and not on individual students or course sections;
(d) specify the skills, competencies, understandings, and values that students should have acquired as result of having completed courses within the discipline;
(e) focus on the learning resulting from an activity rather than on the activity itself;
(f) aligned with course, academic program, and institutional levels;
(g) focus on aspects of learning that will endure and can be assessed.

<table>
<thead>
<tr>
<th>GOOD EXAMPLES OF LEARNING OUTCOMES:</th>
<th>BECAUSE:</th>
<th>POOR EXAMPLES OF LEARNING OUTCOMES:</th>
<th>BECAUSE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to demonstrate the ability to produce basic drawing projects to scale.</td>
<td>Concise; achievement oriented; measurable, &amp; specific.</td>
<td>Summarize the key concepts outlined in the course.</td>
<td>“Summarize” does not indicate level of learning expected. “Demonstrate”, “Apply”, “Contrast”, “Integrate” and/or “Synthesize” would be better. Seems to focus on just one course.</td>
</tr>
<tr>
<td>Students will be able to apply standard conventions of grammar, usage, and mechanics in a written essay.</td>
<td>Triple-barreled, but combination of skills important in essay writing. Measurable, specific, and stated in terms of an achievement.</td>
<td>Students will show an appreciation for the theories and practice of the field.</td>
<td>Difficult to understand what the students will do to demonstrate this ability. Vague and general. This outcome could be improved by stating as “Students will show an appreciation for the theories and practices of the field by demonstrating broader application to real-life situation, career interests, other areas of study……”</td>
</tr>
<tr>
<td>Academy students will be required to perform a building search exercise demonstrating the appropriate application of the use of force to include weapon control.</td>
<td>Specific; aggregate in scope; measurable, &amp; stated in terms of an achievement.</td>
<td>Students will pass national licensure examination.</td>
<td>“Passing” alone does not provide information about specific strengths or weaknesses in skills or competency levels.</td>
</tr>
</tbody>
</table>

Definitions of Student Learning Outcomes (SLOs) (These are the outcomes to be measured for the ’11 Assessment Summary):

**Communication:** Listen, read, write and speak in a method appropriate to the audience and purpose.

**Society and Culture:** Recognize cultural traditions, understand historical perspectives and appreciate the diversity of human experience.

**Aesthetics:** Articulate the value of art, culture and nature using personal criteria or external standards.

**Values and Ethics:** Identify ethical issues, explore different perspectives and explain ramifications of alternative actions.

**Quantitative Reasoning:** Understand numerical concepts, analyze and interpret data, determine trends and make predictions.

**Technology:** Employ current technologies and explore the potential of emerging technologies.

**Information Management:** Retrieve and synthesize information from various sources in order to develop an informed opinion.

**Personal Development and Responsibility:** Assess the range of one’s aptitudes and abilities, demonstrate personal accountability, and set realistic goals.

**Interpersonal Skills:** Engage in collaborative teamwork, relationship management and conflict resolution.

**Problem Solving:** Achieve personal or collective goals using critical thinking, creative thinking or scientific reasoning.
LEARNING OUTCOMES FOR STUDENT AND EMPLOYEE ENRICHMENT  (These are the outcomes to be described in the ’12 Assessment Plan):

Preparing learners for life success is an important commitment at Arapahoe Community College. These learning outcomes address the knowledge, skills, and values that are fundamental to the personal and professional growth of our students, employees and community.

1. **Communication**
   Construct, deliver, and engage in effective, knowledgeable communication for a variety of audiences and purposes.

2. **Information Management**
   Identify, retrieve and synthesize information in order to think critically, reason creatively and make informed judgments.

3. **Personal Development**
   Identify and continually develop one’s aptitudes and abilities in pursuit of goals.

4. **Responsibility and Accountability**
   Employ personal and social accountability, recognize ethical issues, practice ethical behavior, and balance personal freedom with the interest of the community.

5. **Quantitative Reasoning**
   Retrieve, interpret and evaluate information and numerical concepts to determine trends, make predictions, and develop informed opinions.

6. **Cultural Awareness**
   Identify, distinguish, or express a diversity of aesthetic, cultural, and historical perspectives.
### ADDENDUM B: EXAMPLES OF ASSESSMENT METHODS

<table>
<thead>
<tr>
<th>GOOD EXAMPLES OF SINGLE ASSESSMENT METHODS:</th>
<th>BECAUSE:</th>
<th>POOR EXAMPLES OF SINGLE ASSESSMENT METHODS:</th>
<th>BECAUSE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Test / Post Test administered at the beginning and end of a unit, term, year, or degree.</td>
<td>Direct method, which isolates how much a student knows before starting the unit. Are your students doing well because your program is teaching them well or because they are entering your program with much of the knowledge or skills already?</td>
<td>Student and employer surveys</td>
<td>Indirect methods, relying on perception rather than quantifiable data. However, such a method is often valuable as a second measurement of an outcome when combined with a direct method. For instance, a student believing he has learned more than demonstrated poses a different challenge to a department than a student who knows she hasn't learned a concept.</td>
</tr>
<tr>
<td>Portfolio of student work</td>
<td>Provides a longitudinal study of how the student has progressed through a program. Such a portfolio can be designed to address specific outcomes, addressing the &quot;general&quot; problem to the right.</td>
<td>Grades</td>
<td>Unless a grade can be specifically isolated to a particular outcome, it is usually too general.</td>
</tr>
</tbody>
</table>

### ADDENDUM C: EXAMPLES OF BENCHMARKS

Benchmarks should:

(a) be specific, concise
(b) be linked to each learning outcome
(c) be realistic, attainable
(d) indicate the number of students expected to meet the criteria

<table>
<thead>
<tr>
<th>GOOD EXAMPLES OF BENCHMARKS:</th>
<th>BECAUSE:</th>
<th>POOR EXAMPLES OF BENCHMARKS:</th>
<th>BECAUSE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% of students will score “Good Quality” or better on all of the five elements of basic drawing projects.</td>
<td>Specific; refers to level and elements of scoring rubric; benchmark directly linked to Learning Outcome.</td>
<td>Students will achieve an overall level of proficiency in course concepts.</td>
<td>Does not indicate how many students; level of “overall proficiency” too vague.</td>
</tr>
<tr>
<td>Student essays at end-of-course will be significantly better (at p≤0.05 level) in terms of grammar, usage, and mechanics than beginning-of-course essays as measured by a comparison of paired essays.</td>
<td>Refers to specific procedure and assessment methodology; benchmark directly linked to Learning Outcome.</td>
<td>Student responses were rated on a scale of 1-5.</td>
<td>Does not indicate what level of performance the group is expected to attain.</td>
</tr>
<tr>
<td>Out of three exercises, all graduating Academy students will be able to perform at least one building search exercise without major errors and without more than one minor error.</td>
<td>Specific, realistic, attainable; benchmark directly linked to Learning Outcome.</td>
<td>Students will surpass performance levels attained during previous assessment cycle.</td>
<td>Does not provide information about how many students will perform better, or by how much.</td>
</tr>
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